

## **MORE ABLE, GIFTED AND TALENTED POLICY**

### **1 Statement of Intent**

Saint Aidan's Church of England High School values the abilities and achievements of all its students and is committed to making education an enjoyable, challenging, exciting and worthwhile experience for our More Able, Gifted and Talented students.

For each student, we aim:

- \* To provide a curriculum accessible to all;
- \* To encourage an awareness of and respect for individual differences;
- \* To offer the best possible environment for learning where all students feel they have the opportunity to make a valuable contribution;
- \* To promote the fact that gifted and talented children have particular educational needs that have to be met in order for that potential to be realised;
- \* To provide challenging and diverse opportunities to cater for the most able of our students;
- \* To use technology to support and challenge all our students.

### **2 Aims Of This Policy**

To describe the processes and structures existing within the school through which the More Able, Gifted and Talented student can be challenged to meet his/her potential.

### **3 Objectives**

- \* To ensure differentiation in all teaching and learning programmes;
- \* To identify, and keep under review, a register of More Able, Gifted and Talented students;
- \* To provide enrichment activities which are both varied and challenging;
- \* To review the curriculum to provide accelerated progression for our More Able, Gifted and Talented students;
- \* To develop and sustain a high achieving learning ethos throughout the school;
- \* To enable colleagues to understand their role and responsibilities within and outside the curriculum for delivering appropriate educational and enrichment provision for our More Able, Gifted and Talented students.

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### **4 Definition**

A **gifted** student has the capacity for, or demonstrates, high levels of performance in an academic area.

A **talented** student is one who demonstrates this capacity in areas such as sport, drama, art, music, leadership, or mechanical ingenuity.

A number of our students will have ability and potential in many areas whilst others may be specific to an area. We acknowledge that individuals change and that a particular talent or ability may emerge as a student matures.

There are a wide range of 'gifted behaviours' and there is no one stereotype of a 'gifted learner'. It is recognised that More Able, Gifted and Talented students can be:

- \* Good "all-rounders";
- \* High achievers in one area;
- \* Of high ability but with low motivation;
- \* Of good verbal ability but with poor writing skills;
- \* Very able but with a short attention span;
- \* Very able yet possess poor social skills;
- \* Keen to disguise their abilities.

*(Deborah Eyre, 1993)*

### **5 Identification:**

A More Able, Gifted or Talented student is identified through teacher assessment and judgement in conjunction with performance in national standardised tests. This professional assessment is carried out through:

- \* Analysis of information from a student's previous school;
- \* Analysis of CAT, SAT scores/results;
- \* Teacher nominations based on observations in a range of learning contexts, both in and out of the classroom;
- \* Regular and robust student tracking;
- \* Consultation with parents.

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At Saint Aidan's, we also recognise the importance of giving students with specific learning difficulties opportunities which will enable their talents to be identified and nurtured.

### **6 Provision**

We aim to:

- \* Create an ethos where academic aspiration is celebrated and those who are more able, gifted and talented feel comfortable and secure;
- \* Deliver the environment for the more able, gifted and talented to be challenged, to test their limits and be able to accommodate both success and failure in a climate of support;
- \* Encourage all students to become independent learners;
- \* Be aware of the effects of ethnicity, bilingualism, gender and social circumstance on learning and achievement.

Provision takes place on three levels:

Within each subject :

- \* Opportunities for extension and enrichment are included in all subjects' planning. Where students are identified as having ability in a subject they will be encouraged to explore the subject beyond the core curriculum.

Whole school:

- \* Cross-curricular projects are set up which give students opportunities to investigate areas of interest in depth. The students will be encouraged to play a key role in the structuring of this provision. Opportunities will exist for students to take up leadership roles in many areas of school life.

Access to external resources:

- \* For example, competitions such as the Maths Challenge; regional and national sports competitions; local authority specific programmes; membership of *Iggy* where appropriate [www.iggy.net](http://www.iggy.net)

### **7 More Able, Gifted and Talented Register**

A register will be compiled, regularly reviewed and updated, a copy of which will be made available to all teachers.

The register should be representative of the school's population in terms of gender, ethnicity, disability and social background.

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### **8 Monitoring Effectiveness**

The More Able, Gifted and Talented Co-ordinator will undertake a yearly audit to track initiatives and provision taking place within school. Each Faculty will have a “link” teacher to liaise with the More Able, Gifted and Talented Co-ordinator as well as the Teaching and Learning member of the SLT.

This policy and its effectiveness will be reviewed regularly by the More Able, Gifted and Talented Co-ordinator, who will also maintain documentation of students' progress and achievements. The success in meeting the needs of our More Able, Gifted and Talented students will be evaluated using the following:

- \* Records of individual student progress;
- \* Value-added information;
- \* Parents' comments;
- \* Students' comments;
- \* Feedback from subject teachers;
- \* Liaison with Form Tutors and Heads of Year to ensure students pastoral welfare;
- \* OFSTED reports and comments.

### **9 Continuing Staff Development**

- \* All staff will be kept up to date regarding strategies to challenge and widen the knowledge of our More Able, Gifted and Talented students.
- \* Information from external agencies will be disseminated to staff through INSET or staff meetings as appropriate.

### **10 Role and Responsibilities**

#### **The role of the More Able, Gifted and Talented Co-ordinator**

The More Able, Gifted and Talented Co-ordinator will be responsible for

- \* The maintenance and distribution of the More Able, Gifted and Talented Register;
- \* Co-ordination and development of activities that relate directly to the More Able, Gifted and Talented initiative;

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- \* Day-to-day management of the More Able, Gifted and Talented resources and budget;
- \* Facilitating the support and guidance of our More Able, Gifted and Talented students;
- \* Working 'cross phase' across wider partnerships developing a smooth 'cross phase' transition for our More Able, Gifts and Talented students;
- \* Organisation and development of Parents' Forum;
- \* Ensuring parents are fully informed of More Able, Gifted and Talented provision, targets and opportunities through meetings, written communication and use of "Moodle";
- \* Providing mentoring for students;
- \* Providing and promoting additional out of hours learning opportunities, with similar and mixed ages;
- \* Setting challenging targets where appropriate that will be regularly reviewed.
- \* Arranging visits to, and experiences of, further/ higher education.

### **11 The role of the Classroom Teacher**

It is the responsibility of the classroom teacher to ensure that he/she is aware of any student/sin his/her class(es) that is/are on the More Able, Gifted and Talented Register.

The classroom teacher is expected to provide challenging materials and resources for More Able, Gifted and Talented students, by:

- \* Developing differentiation by tasks, including differentiated homework;
- \* Differentiating by support, resource and outcome;
- \* Encouraging the use of new emerging technologies to challenge;
- \* Building into schemes of work opportunities for extension and enrichment;
- \* Using varied and flexible student groupings, sometimes allowing able students to work together, sometimes allowing them to take particular roles in mixed-ability groups;
- \* Where appropriate, providing challenging individual targets;

The classroom teacher is expected to encourage our More Able, Gifted and Talented students to become 'independent learners' by allowing students to:

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- \* Organise their own work when appropriate;
- \* Carry out tasks unaided which stretch their capabilities;
- \* Develop their ability to evaluate their work and become self-critical.

### **12 The role of the Subject Leader**

It is the responsibility of the Subject Leader to incorporate the monitoring of their subject's provision for our More Able, Gifted and Talented students, within the internal monitoring, evaluation and reviewing processes and to include targets for future development within Departmental Planning.

The Subject Leader should:

- \* Outline the additional materials, resources and opportunities offered by that area for our More Able, Gifted and Talented students.

### **13 Extra-Curricular Opportunities**

Out of the classroom we aim to provide a diverse range of extra-curricular clubs and activities:

- \* Science and Engineering Clubs
- \* Mindstorms
- \* Lancashire Maths Challenge
- \* Latin
- \* Mandarin
- \* Astronomy
- \* Reading Club
- \* Media Club
- \* Coding Club
- \* Young Chef of the Year
- \* Art Club
- \* Rotary Club Technology Tournament
- \* Individual Mentoring

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We will also provide additional opportunities as and when available, including visits, speakers and residential trips.

- \* Theatre Visits
- \* Rome and Pompeii
- \* China
- \* Iceland
- \* Poland, Krakow
- \* South Africa
- \* Rossall Observatory and Space Centre
- \* BBC Television Studios, Salford
- \* BBC Radio Lancashire
- \* PE Master Classes

### **Policy Review**

This policy will be reviewed in two years' time.

<b>Reviewed by</b>	<b>Mrs Kate Bray</b>
<b>Review date</b>	<b>October 2018</b>
<b>Adopted by Governors' Policy Review Group</b>	<b>November 13<sup>th</sup> 2018</b>
<b>Adopted by Full Governors' Meeting</b>	<b>November 27<sup>th</sup> 2018</b> <b>V4 re: LCC H &amp; S Audit</b>